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ABSTRACT

The Teacher Performance Assessment Instruments (TPAI), designed to determine (for certification purposes) how well teachers can demonstrate certain minimum teaching skills considered essential to effective teaching, are reproduced in this document. The five evaluating instruments used are: (1) teaching plans and materials: (2) classroom procedures: (3) interpersonal skills: (4) professional standards: and (5) student perceptions. Each instrument is prefaced by a description of its purpose and conditions for use. The competencies to be demonstrated in each instrument are set forth. Procedures for processing and reporting data derived from an assessment are included. (JD)

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Teacher Performance Assessment Instruments

Teacher Assessment Project
College of Education
University of Georgia

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Teacher Performance Assessment Instruments

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Preface

In Spring 1976 the Georgia Department of Education contracted with the College of Education of the University of Georgia to produce minimum competency assessment instruments that could be used to provide performance criteria for certifying beginning teachers. The Teacher Assessment Project was organized and charged with the responsibility of designing and developing these instruments. The *Teacher Performance Assessment Instruments* (TPAI) are the product of four years of work.

During the first phase of operation, the Teacher Assessment Project made an extensive survey of the professional workers in Georgia to obtain their opinions about competencies considered generic and essential for effective teaching. These competencies became the content for the TPAI. During subsequent years, the instruments have passed through various phases of refinement and revision, eventually reaching the form in which they are presented here. Each of these phases consisted of piloting the instruments with hundreds of beginning teachers and concurrently investigating their technical and pyschometric qualities.

As one reviews the history of the development of the instruments, it is difficult to identify any one person as the major author. All have served creative, technical, and editorial roles according to their expertise.

The persons who contributed to the content and refinement of these instruments are too numerous to ascertain. However, because of the importance of his role, special mention is made of Lester M. Solomon, who has represented the concerns and interests of the Georgia Department of Education since the initiation of the project. Additionally, professional personnel of the various regional assessment centers provided a great deal of insight and many helpful suggestions.

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An Overview of the *Teacher Performance Assessment Instruments*

The *Teacher Performance Assessment Instruments* (TPAI) are designed to determine how well teachers can demonstrate selected general competencies (teaching skills) which members of the teaching profession have declared as essential to effective professional performance. The instruments were developed for the Georgia Department of Education to assess beginning teachers for initial certification purposes. Thus, the instructions contained in this manual focus on teacher certification applications of the instruments. However, the instruments have been used in a variety of other ways. The most general use of the instruments to date has been for the inservice educational development of teachers. In addition, the TPAI have been used by preservice teacher education programs as guides for the assessment of teaching performance. The instruments are also considered to have value for conducting teacher effectiveness research and for use in teacher education programs.

Content of the TPAI

The development of the TPAI began in the spring of 1976. The initial effort involved collecting, sorting and editing hundreds of teaching competency statements from a variety of sources. These findings were used to create content for a survey instrument composed of 52 competency statements most frequently mentioned in research studies and related professional literature. The survey instrument was administered to a stratified sample of 4,668 subjects. Subgroups of teaching specialities were identified and their survey responses compared. Results indicated that all subgroups agreed as to the most important competencies and awarded them approximately the same order of priority. Only competencies classified

by this study as generic and essential to teaching were used in the construction of the TPAI.

The Instruments

There are five different instruments in the TPAI: *Teaching Plans and Materials*, *Classroom Procedures*, *Interpersonal Skills*, *Professional Standards*, and *Student Perceptions*. Only the first three are to be used for certification purposes. The *Professional Standards* and *Student Perceptions Instruments* are available for professional development and research purposes.

The *Teaching Plans and Materials Instrument* (TPM) focuses on competencies which relate to preparation for instruction. The teacher being assessed is asked to prepare a portfolio of plans for a unit. This portfolio is a source of information for assessment with this instrument. By studying the portfolio and asking questions of the teacher, data collectors are able to obtain responses to instrument items which relate to planning, selecting objectives, and choosing materials and equipment.

The *Classroom Procedures Instrument* (CP) focuses on actual classroom practices. Data collectors use this instrument to identify teaching practices in a classroom setting. Thus, classroom observation becomes the major source of assessment data. The competencies which form the basis for this instrument cluster around teaching methods and techniques.

The *Interpersonal Skills Instrument* (IS) investigates the teacher's proficiency in creating a comfortable social atmosphere, demonstrating warmth and friendliness, and communicating concern. Scores on this instrument are also based on observations of the teacher's performance during instruction.

The *Professional Standards Instrument* (PS) requires neither a portfolio nor classroom observations. It investigates the teacher's professional conduct. For example, it seeks information about the extent to which the teacher complies with established policies and procedures and participates in professional growth activities. Interviews with the teacher and the teacher's colleagues and supervisors are the major sources of assessment data.

The *Student Perceptions Instrument* (SP) measures pupils' perceptions of the performance of their teacher in the classroom. It consists of items parallel to those found in other sections of the TPAI, phrased in a manner pupils can understand. For example, separate items ask pupils if they think the teacher is friendly, understands them, or makes them behave. Students respond with "never," "sometimes," or "often."

Assessable Units

A generic *teacher competency* is a conceptualization of a responsible and purposeful performance essential to the effective professional conduct of all teachers. This definition results in statements which are too broad for assessment purposes. Thus, competency *indicators* were created in order to define behaviors representative of the competency. The more indicators a person demonstrates proficiently, the more likely it is that that person is demonstrating the target competency.

In constructing the instruments, a third order of item classification and scoring was needed. Items at this level are called *descriptors*. They are more specific than either competencies or indicators, and are used to describe the quality of a teacher's performance relevant to a competency indicator. Descriptors are usually expressed in sentence-length statements and are scored on a scale from 1 to 5.

The following outline provides an idea of how each instrument functions separately, as well as part of a larger whole. Competency statements are grouped by instrument, with the indicators describing each competency designated.

Instrument	Competency Statements	Indicators Applicable to Competencies
TPM	Plans instruction to achieve selected objectives.	1, 2, 3, 4, 5
	Organizes instruction to take into account individual differences among learners.	6, 7, 8
	Obtains and uses information about the needs and progress of individual learners.	9, 10
	Refers learners with special problems to specialists.	11, 12, 13
	Obtains and uses information about the effectiveness of instruction to revise it when necessary.	14, 15
CP	Uses instructional techniques, methods, and media related to the objectives.	1, 2, 3 (SP, 11, 12, 13)
	Communicates with learners.	4, 5, 6, 7, 8 (SP 14, 15, 16, 17, 18)
	Demonstrates a repertoire of teaching methods.	9, 10, 11 (SP 19, 20, 21)
	Reinforces and encourages learner involvement in instruction.	12, 13, 14, 15 (SP 22, 23, 24, 25)
	Demonstrates an understanding of the school subject being taught.	16, 17 (SP 26, 27)
	Organizes time, space, materials and equipment for instruction.	18, 19, 20 (SP 28, 29, 30)

Instrument	Competency Statement	Indicators Applicable to Competencies
IS	Demonstrates enthusiasm for teaching and learning and the subject being taught.	1, 2, 3 (SP 1, 2, 3)
	Helps learners develop positive self-concepts.	4, 5, 6 (SP 4, 5, 6)
	Manages classroom interactions.	7, 8, 9, 10 (SP 7, 8, 9, 10)
PS	Meets professional responsibilities.	1, 2, 3, 4
	Engages in professional self-development.	5, 6

The Assessment Process

The instructions for administering the instruments for certification purposes are described in detail on the pages which follow. In general, each beginning teacher is assessed by three persons on each of three instruments: *Teaching Plans and Materials, Classroom Procedures,* and *Interpersonal Skills.* The three assessors are a data collector, a master teacher, and a department head, supervisor or principal. All should be trained in procedures for administration of these three instruments.

The teacher being assessed should expect to devote approximately an hour to being interviewed by the data collector and other data sources prior to demonstrating teaching skills in the classroom. The actual period of teaching which is observed by the data collector and other data sources is approximately one hour.

Each person rates the teacher independently of the others. Ratings are then recorded on response forms which are forwarded to a central office for consolidation.

Scoring Procedures

The general TPAI scoring procedures require each data source to rate the teacher being assessed on each indicator by assigning to it a number (on a 1-5 scale) to represent the descriptor which best defines the teacher's behavior. The scores awarded by the three data sources to each indicator associated with a competency are summed and divided by the number of ratings made. The final score for any competency is a mean which ranges from 1.00 to 5.00. In some instances indicators are not rated and a competency score may not be computed.

These general scoring procedures apply to the three TPAI used for Georgia certification: *Teaching Plans and Materials*, *Classroom Procedures*, and *Interpersonal Skills*. They also apply to *Professional Standards*. However, as regards *Student Perceptions*, the average of all ratings awarded by students in a class to indicators forms the basis for a competency score.

More detailed instructions for scoring the TPAI are presented in a later section of this manual. The TPAI are electronically scored for certification purposes in Georgia. They may also be scored by hand for other uses at the local school system level.

Profiles

After a teacher has been assessed with the TPAI, the resulting data are consolidated and displayed in graphic form as a performance profile. Performance profiles may either be generated by hand, or they can be prepared electronically by computer. The Teacher Assessment Project prefers to use electronic processing and scoring for large quantities of data, so

that the time between actual assessment and the return of performance profiles to teachers in the field can be reduced.

Validity of the TPAI

The validity of preliminary editions of the TPAI was investigated in a variety of studies. Content validity was examined through a statewide experts' opinion study which sought to verify the competencies, their indicators and descriptors as essential for teaching (Johnson et al., 1978). Discriminant validity has been investigated by comparing the TPAI scores of beginning teachers with those of more experienced teachers (Ellett et al., 1978). Construct validity has been examined through a factor analysis of competencies and indicators and by correlating TPAI assessments with other teacher observation instruments (Capie et al., 1978 and Ellett et al., 1978). Criterion-related validity has been investigated by correlating elementary and secondary teachers' TPAI scores to a variety of criterion variables such as student achievement on standardized tests, student achievement on teacher-made tests, and observations of student "on-task" behavior (Okey et al., 1978). Criterion-related validity was also investigated by correlating TPAI scores with measures of students' perceptions of characteristics of the school climate and learning environment (Ellett et al., 1978).

Other studies of competency and instrument validity include literature searches (Johnson et al., 1978), a study of the legal implications of performance assessment of teachers (Johnson et al., 1978) and a study of the degree to which the TPAI competencies are supported by sociological and psychological principles established by prominent experts in education (Johnson et al., 1978). In most instances, evidence obtained from

these investigations is supportive of the validity of the TPAI.

Investigations of the TPAI Reliability

Investigations of the reliability of preliminary editions of the TPAI have been conducted using videotaped and actual teaching performances in the classroom. Studies of interrater agreement in both settings and internal consistency analyses provide evidence for the reliability of the TPAI and the assessment process.

Preparation of Data Collectors

In using the TPAI for certification in Georgia, data collectors must receive special training. A training program, complete with manuals, videotapes, and practice exercises, is available for training data collectors to conduct reliable TPAI assessments.

The rationale for training relates to the reliability of the scoring process, a point which is especially important since the TPAI utilizes relatively high-inference scoring procedures. Trained data collectors' scores have proven to be more reliable than those of untrained data collectors. This factor becomes especially important when the instrument is being used for certification or to obtain data relative to teacher effectiveness.

Limitations

There are numerous general limitations that apply to performance assessment instruments. As regards the TPAI, two in particular should be noted. First, these instruments only provide evidence as to whether or not the teacher being assessed can perform a given competency at a particular level of performance (descriptor) when given an opportunity to do

so. A high score on any competency is no guarantee that the teacher would have performed in this manner had there not been an assessment; or that the teacher will consistently perform in this manner in the future. Secondly, competencies contained in the TPAI were selected from among those declared by experienced teachers to be essential for effective performance. They are not to be considered a complete list of all essential competencies. Also, there are many important competencies not included here that are particularly important to the teaching of special subjects. Thus, one cannot conclude that a teacher possessing these competencies at a high level of proficiency is necessarily an effective teacher.

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Teacher Performance Assessment Instruments

TEACHING PLANS AND MATERIALS

Purpose

The purpose of this instrument is to guide assessment of the beginning teacher's competence in planning instruction, selecting procedures, and choosing materials to achieve and evaluate the instructional objectives. Additionally, it provides information about the manner in which a teacher handles learning problems, monitors the needs and progress of learners, and determines the effectiveness of instruction.

Conditions for Use

This instrument, along with the *Classroom Procedures* and the *Interpersonal Skills Instruments*, is to be administered twice during the beginning teacher's first year of professional practice. The first assessment is to be conducted in the fall, and the second in the spring. The fall assessment should begin after the 20th school day (actual day of instruction), and be completed on or before the 70th school day. The spring assessment should not begin until after the 110th school day, with completion on or before the 160th school day. These time limits are designed to insure that assessments not be conducted during the first or last 20 working days of the school year. Additionally, a minimum of 60 days must be allowed between a beginning teacher's fall and spring assessments.

Three different data sources complete this instrument: a data collector, an administrator (a principal, assistant principal, or department head), and a master teacher. Either the data collector or the master teacher must be certified to teach in the same field as the beginning teacher who is being assessed.

Information for rating items on this instrument is obtained from a portfolio of teaching plans and interviews with the beginning teacher. Each data source will need to have an opportunity to examine the teacher's portfolio, interview the teacher, and have access to the beginning teacher's classroom during a designated instructional unit of 5-10 days.

Prior to assessment, beginning teachers must be oriented to the sequence of events which constitutes the assessment process. At least a week in advance of assessment, expectations for a portfolio of plans covering a 5-10 day instructional unit must be clarified. A list of items to be included in the portfolio is provided in "Supplementary Instructions for Teachers" which follows. This list should be given to the teacher who is to be assessed.

To complete the instrument, information concerning Indicators 1-5 comes primarily from observations made of the portfolio content. Information on Indicators 6-15 comes primarily from interviewing the teacher. In many instances, responses to the interview questions must be substantiated by materials in the portfolio. Each data source *must* conduct an interview with the teacher. The format of the interview may vary. Whether the meeting consists of the teacher and one data source or the teacher and two or more data sources is up to the discretion of each data source.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the students that they teach, and the facilities of the school. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Supplementary Instructions for Teachers

Examination of plans and materials prepared for a short instructional unit of about 5-10 days is an essential part of the assessment process. Each data source must examine these plans and materials and ask questions of the teacher in order to complete the *Teaching Plans and Materials Instrument*.

To facilitate this process, you will need to assemble a portfolio a materials for the unit to be assessed. THE FOLLOWING ITEMS MUST BE INCLUDED IN THE PORTFOLIO:

1. Written objectives for students,
2. Descriptions of instructional procedures to be followed,
3. Copies or descriptions of materials to be used (e.g., handouts, study guides, information handouts, transparencies, etc.),*
4. Assignments for learners,
5. Copies of all tests, quizzes, progress checks, checklists, questionnaires or other instruments.

The purpose of preparing the portfolio is to aid the data sources in understanding what you have planned for the unit. You need to convey through the materials in the portfolio what you intend to teach, how you intend to teach it, and how you will know if your objectives have been accomplished.

Indicators 6-15 on the *Teaching Plans and Materials Instrument* are completed by questioning the teacher about practices followed. Anticipate questions related to these items and be prepared to show examples such as scores, record sheets, and previously used plans to explain your responses. You may also be asked to clarify information contained in the portfolio of plans for your unit.

*Materials such as films, library books, and laboratory equipment can be cited without placing them in the portfolio.

Teaching Plans and Materials

Each of the items below is to be rated on a 5-point scale. Descriptors for the scale points on each item are provided on the following pages.

PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES.

1. Specifies or selects learner objectives for lessons. 1. ☐
2. Specifies or selects teaching procedures for lessons. 2. ☐
3. Specifies or selects content, materials, and media for lessons. 3. ☐
4. Specifies or selects materials and procedures for assessing learner progress on the objectives. 4. ☐
5. Plans instruction at a variety of levels. 5. ☐

ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

6. Organizes instruction to take into account differences among learners in their capabilities. 6. ☐
7. Organizes instruction to take into account differences among learners in their learning styles. 7. ☐
8. Organizes instruction to take into account differences among learners in their rates of learning. 8. ☐

OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

9. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress. 9. ☐
10. Communicates with individual learners about their needs and progress. 10. ☐

REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.

11. Obtains and uses information about learners from cumulative records. 11. ☐
12. Identifies learners who require the assistance of specialists. 12. ☐
13. Obtains and uses information from co-workers and parents to assist with specific learner problems. 13. ☐

OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.

14. Obtains information on the effectiveness of instruction. 14. ☐
15. Revises instruction as needed using evaluation results and observation data. 15. ☐

Competency I: PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES.

*1. *Specifies or selects learner objectives for lessons.*

1. The instructional plans include no objectives for learners (either expressive encounters or performance outcomes). Goals or teacher behaviors may be specified.

2. The plans include a statement of learner objectives which are written in broad terms. Many of the objectives seem questionable for the topic or the learners. Objectives that should have been used with the unit are missing.

3. The plans include stated learner objectives (either expressive encounters or performance outcomes) that, with only a few exceptions, are appropriate for the topic and the learners.

4. All objectives are appropriate to the unit and the learners.

5. In addition to the items included in 4, the objectives in the unit have been sequenced.

*2. *Specifies or selects teaching procedures for lessons.*

1. Plans do not specify teaching procedures.

2. Teaching procedures are limited or seem inappropriate for objectives or learners.

3. Teaching procedures are referenced to the objectives to be covered. With only a few exceptions, the procedures are appropriate for the objectives and the learners.

4. Teaching procedures have been specified and are referenced to the objectives. All procedures are appropriate for the objectives and the learners.

5. In addition to the information in 4, a variety of appropriate procedures including both teacher-centered and learner-centered approaches are described.

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*Information used in rating this indicator must be found in the portfolio.

*3. *Specifies or selects content, materials, and media for lessons.*

1. No plans for using content, materials, or media have been made.

2. The plans indicate that basic text or curriculum guide materials are to be used.

3. The plans indicate that content, materials, or media are used to supplement or replace the basic text or curriculum guide. The content, materials, and media are referenced to each learning activity.

4. The content, materials, or media for each lesson are referenced to each learning activity. Extensive use is made of pertinent resources.

5. In addition to the information in 4, the plans include an imaginative use of available resources or teacher-made materials of high quality.

*4. *Specifies or selects materials and procedures for assessing learner progress on the objectives.*

1. No procedures or materials for assessing learners are included in the instructional unit.

2. Evaluation procedures or materials to assess learners are described in the instructional unit. Many of these, however, do not match the objectives of the unit or are not appropriate for the learners.

3. Evaluation procedures or materials for assessing learners are appropriate to the objectives and the learners and are described in the unit.

4. Multiple evaluation procedures such as progress checks, self-tests, skill tests, or interviews appropriate to the objectives are prepared and ready to use with learners.

5. In addition to the information in 4, procedures or materials are described for assessing attitudes of learners toward the topic and the instruction.

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*Information used in rating this indicator must be found in the portfolio.

5. *Plans instruction at a variety of levels.*

Ratings	Descriptors
1. None of the descriptors is evident.	*a. Learners have an opportunity to acquire factual information or to explain or summarize it.
2. One of the descriptors is evident.	*b. Learners have an opportunity to apply information to particular situations.
3. Two of the descriptors are evident.	*c. Learners have an opportunity to identify and clarify parts of complex ideas or synthesize knowledge by integrating information.
4. Three of the descriptors are evident.	*d. Learners have an opportunity to judge the value and importance of ideas or information.
5. Four of the descriptors are evident.	

Competency II: ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

6. *Organizes instruction to take into account differences among learners in their capabilities.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Present instruction is based on an assessment of learners' past performances.
2. One of the descriptors is evident.	*b. Assignments are differentiated according to the range of learner abilities.
3. Two of the descriptors are evident.	*c. Materials to achieve a given objective are compatible with the range of learner abilities.
4. Three of the descriptors are evident.	*d. Remedial or enrichment activities are described for the unit.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

7. *Organizes instruction to take into account differences among learners in their learning styles.*

Ratings	Descriptors
1. None of the descriptors is evident.	*a. Alternative resources are planned for pupils with different learning styles to achieve a given objective.
2. One of the descriptors is evident.	*b. Alternative presentation methods are planned to accommodate different learning styles to achieve a given objective.
3. Two of the descriptors are evident.	*c. Learners are given options in pursuing a given assignment (e.g., writing, drawing, or verbalizing).
4. Three of the descriptors are evident.	d. Learners are matched with resources and procedures based on assessment of their learning style by such means as tests, previous performance, or consultation with the teacher.
5. Four of the descriptors are evident.	

8. *Organizes instruction to take into account differences among learners in their rates of learning.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Learners are permitted to work at their own rate toward some of the objectives some of the time.
2. One of the descriptors is evident.	b. Special provisions are available for learners who work slowly.
3. Two of the descriptors are evident.	*c. Students who finish early are provided with work on content-related enrichment activities some of the time.
4. Three of the descriptors are evident.	*d. Objectives are divided between those that all learners should achieve and enrichment objectives that are desirable but not essential.
5. Four of the descriptors are evident.	

* Evidence of this descriptor must be found in the portfolio.

Competency III: OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

9. *Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.*

Ratings	Descriptors
1. None of the descriptors is evident.	*a. Pre-assessments are planned to determine learner performance on prerequisites, or learner performance on the objectives of the unit.
2. One of the descriptors is evident.	*b. Progress checks are planned throughout the unit to determine learner progress.
3. Two of the descriptors are evident.	*c. End-of-unit or summative evaluations are planned to determine learner progress.
4. Three of the descriptors are evident.	*d. The teacher keeps a record of individual learner progress on specific objectives
5. Four of the descriptors are evident.	

10. *Communicates with individual learners about their needs and progress.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Classroom questioning is used to help learners identify learning problems.
2. One of the descriptors is evident.	*b. Progress check results are used to help learners determine their own achievement on objectives before end-of-unit tests are administered.
3. Two of the descriptors are evident.	*c. Learners are given feedback on summative test scores.
4. Three of the descriptors are evident.	d. Conferences are conducted with individual students to discuss learning or motivational problems.
5. Four of the descriptors are evident.	

*Evidence of this descriptor must be found in the portfolio.

**Competency IV: REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS.

11. *Obtains and uses information about learners from cumulative records.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Obtains information from cumulative records on the entire class.
2. One of the descriptors is evident.	b. Uses information obtained from the cumulative records to plan instruction to meet the needs of the class.
3. Two of the descriptors are evident.	c. Obtains information from cumulative records to seek causes for problems of individual learners.
4. Three of the descriptors are evident.	d. Uses information from cumulative records to deal with the problems of individual learners.
5. Four of the descriptors are evident.	

12. *Identifies learners who require the assistance of specialists.*

1. The teacher does not seem to be aware of learner problems which might require the assistance of specialists (e.g., a physician, psychologist, audiologist, counselor, or reading specialist).

2. The teacher has identified learners who require the assistance of specialists. No effort has been made to contact the proper authority.

3. The teacher has identified learners who require the assistance of specialists and has made the proper referrals.

4. In addition to the items in 3, the teacher has sought or discussed the results of the referral with specialists in an attempt to establish the teacher's role in assisting the learner.

5. In addition to the items in 4, there is evidence that the teacher has attempted to fulfill this role.

**Student teachers need not be assessed on this competency (Indicators 11, 12, and 13).

13. *Obtains and uses information from co-workers and parents to assist with specific learner problems.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Participates in meetings with co-workers to discuss specific learner problems.
2. One of the descriptors is evident.	b. Uses information about specific learner problems obtained during meetings with co-workers to assist the learner in the classroom.
3. Two of the descriptors are evident.	c. Communicates with parents (through meetings or phone calls) about their child's progress or problems.
4. Three of the descriptors are evident.	d. Informs parents of how the home can assist the school with specific learner problems.
5. Four of the descriptors are evident.	

Competency V: OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.

14. *Obtains information on the effectiveness of instruction.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Reviews written records (such as grade book or individual files) on the general success of learners on each instructional unit to determine the effectiveness of instruction.
2. One of the descriptors is evident.	*b. Collects information on instruction with learner questionnaires or pre-planned interviews.
3. Two of the descriptors are evident.	c. Obtains feedback from peers or administrators on the methods or results of instruction.
4. Three of the descriptors are evident.	d. Uses such means as checklists, audio recorders or videotapes to obtain information on the effectiveness of instruction
5. Four of the descriptors are evident.	

*Evidence of this descriptor must be found in the portfolio.

15. *Revises instruction as needed using evaluation results and observation data.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Changes in instruction are made during the course of a lesson based on an analysis of classroom performance or feedback from students.
2. One of the descriptors is evident.	b. Changes in instruction are made from day to day based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.
3. Two of the descriptors are evident.	c. Changes in instruction have been made from one unit to the next based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.
4. Three of the descriptors are evident.	d. Changes in a unit from one year to the next are planned based on feedback from sources such as students, peers, or administrators, or analysis of classroom performance or test results.
5. Four of the descriptors are evident.	

CLASSROOM PROCEDURES

Purpose

The purpose of this instrument is to guide the assessment of the beginning teacher's cognitive interaction with learners, skill in organizing and presenting instruction, and skill in classroom management.

Conditions for Use

This instrument, along with the *Teaching Plans and Materials* and the *Interpersonal Skills Instruments*, is to be administered twice during the beginning teacher's first year of professional practice. The first assessment is to be conducted in the fall, and the second in the spring. The fall assessment should begin after the 20th school day (actual day of instruction), and be completed on or before the 70th school day. The spring assessment should not begin until after the 110th school day, with completion on or before the 160th school day. These time limits are designed to insure that assessments not be conducted during the first or last 20 working days of the school year. Additionally, a minimum of 60 days must be allowed between a beginning teacher's fall and spring assessments.

Three different data sources complete this instrument: a data collector, an administrator (a principal, assistant principal, or department head), and a master teacher. Either the data collector or the master teacher must be certified to teach in the same field as the beginning teacher who is being assessed.

Prior to assessment, beginning teachers must be oriented to the sequence of events which constitutes the assessment process. The begin-

ning teacher should understand that each data source will need to observe a minimum of one class period each during the specified teaching unit. Observation dates should be scheduled separately by each rater in advance, allowing the teacher considerable latitude in selecting specific classes and dates. This instrument should never be rated on the basis of a "drop-in" observation.

Each data source must conduct an independent observation of at least one class period to obtain information to complete this instrument. Responses should reflect only direct observations of the teacher at the time of the assessment. Where an instrument item has not been observed during the class period, the response to that item should be left blank.

Should a data source need to clarify or verify classroom impressions, the teacher may be questioned privately concerning the observation. Although the *Teaching Plans and Materials Instrument* permits two or three data sources to interview the beginning teacher simultaneously, the same option does not apply to *Classroom Procedures*.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the students that they teach, and the facilities of the school. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Each of the items below is to be rated on a 5-point scale. Descriptors for the scale points on each item are provided on the following pages.

USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

1. Uses teaching methods appropriate for objectives, learners and environment. 1. ☐
2. Uses instructional equipment and other instructional aids. 2. ☐
3. Uses instructional materials that provide learners with appropriate practice on objectives. 3. ☐

COMMUNICATES WITH LEARNERS.

4. Gives directions and explanations related to lesson content. 4. ☐
5. Clarifies directions and explanations when learners misunderstand lesson content. 5. ☐
6. Uses responses and questions from learners in teaching. 6. ☐
7. Provides feedback to learners throughout the lesson. 7. ☐
8. Uses acceptable written and oral expression with learners. 8. ☐

DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

9. Implements learning activities in a logical sequence. 9. ☐
10. Demonstrates ability to conduct lessons using a variety of teaching methods. 10. ☐
11. Demonstrates ability to work with individuals, small groups, and large groups. 11. ☐

REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

12. Uses procedures which get learners initially involved in lessons. 12. ☐
13. Provides learners with opportunities for participating. 13. ☐
14. Maintains learner involvement in lessons. 14. ☐
15. Reinforces and encourages the efforts of learners to maintain involvement. 15. ☐

DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

16. Helps learners recognize the purpose and importance of topics or activities. 16. ☐
17. Demonstrates knowledge in the subject area. 17. ☐

ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

18. Attends to routine tasks. 18. ☐
19. Uses instructional time effectively. 19. ☐
20. Provides a learning environment that is attractive and orderly. 20. ☐

Competency VI: USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

1. *Uses teaching methods appropriate for objectives, learners and environment.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Teaching methods are matched to objectives.
2. One of the descriptors is evident.	b. Teaching methods are matched to learners.
3. Two of the descriptors are evident.	c. Activities are compatible with the learning environment.
4. Three of the descriptors are evident.	d. Lesson is well-coordinated.
5. Four of the descriptors are evident.	

2. *Uses instructional equipment and other instructional aids.*

1. Instructional equipment (e.g., projectors) or other instructional aids (e.g., posters, charts) that are available and appropriate are not used.

2. Uses available equipment or instructional aids but has trouble which causes delays. Media presentations or prepared materials do not always fit planned lessons.

3. Effectively uses instructional equipment or other instructional aids at appropriate times in lessons.

4. Highly skillful use of instructional equipment or instructional aids at appropriate times. Media presented blend smoothly with other kinds of instruction.

5. In addition to items in 4, shows evidence of skillfully preparing original instructional materials.

3. *Uses instructional materials that provide learners with appropriate practice on objectives.*

   1. Materials chosen are irrelevant to the topic or objectives or no materials are used when materials are needed.

   2. Materials chosen are related to the topics being studied but not to the objectives.

   3. Most materials chosen provide for practice on specific objectives. Some of the practice may be insufficient in quantity to achieve the objectives.

   4. Materials chosen are relevant to the objectives. Learners are given ample opportunity to practice and achieve the objectives.

   5. In addition to the items in 4, formal or informal progress assessment techniques are used to determine whether the practice individual learners receive is sufficient.

Competency VII: COMMUNICATES WITH LEARNERS.

4. *Gives directions and explanations related to lesson content.*

   1. Fails to give any directions or explanations (either written or oral) when there is an obvious need to do so.

      OR

      Directions and explanations are difficult to understand and no attempt is made to remedy the confusion.

   2. Directions or explanations are difficult to understand. Attempts to clarify confusion are largely ineffective.

   3. Although most learners appear to understand, the teacher works with the entire group to clarify misunderstandings.

   4. Only a few learners misunderstand. The teacher identifies specific learners who have difficulty with directions and explanations and helps them individually.

   5. No evidence of learner confusion about directions or explanations is evident.

5. *Clarifies directions and explanations when learners misunderstand lesson content.*

   1. Discourages learners when they seek clarification on directions or explanations.

   2. Ignores learners when they seek clarification of directions or explanations.

   3. Restates original communication in nearly the same words if learners do not understand.

   4. Gives directions or explanations using different words and ideas when learners do not understand.

   5. In addition to the items in 4, the teacher attempts to identify areas of misunderstanding and to restate communication before learners ask.

   OR

   No misunderstanding by learners was evident during the lesson.

6. *Uses responses and questions from learners in teaching.*

   1. Uses negative words or actions to discourage learners from giving responses or asking questions.

   2. Ignores learners who wish to be recognized or learner contributions are accepted without disagreement or further comment.

   3. Acknowledges learners who wish to be recognized and occasionally asks for learner responses or questions. Responses by the teacher are adequate.

   4. Asks for responses or questions frequently throughout the lesson and provides feedback to learners.

   5. In addition to the items in 4, the teacher incorporates learner responses and questions into activities.

7. *Provides feedback to learners throughout the lesson.*

1. Accepts learner comments or performance without feedback about their adequacy.

2. Responds to negative aspects of student work, but few comments are made about positive aspects.

3. Informs students of the adequacy of their performance. Few errors pass by without being addressed.

4. Helps learners evaluate the adequacy of their own performance.

5. In addition to 4, the teacher probes for the source of misunderstandings which arise.

8. *Uses acceptable written and oral expression with learners.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Speech is understandable.
2. One of the descriptors is evident.	b. Oral expression is correct.
3. Two of the descriptors are evident.	c. Written material is legible.
4. Three of the descriptors are evident.	d. Written expression is correct.
5. Four of the descriptors are evident.	

Competency VIII: DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

9. *Implements learning activities in a logical sequence.*

1. Activities used in the classroom are unrelated to one another or to the objectives.

2. Many ideas, skills or activities seem out of sequence.

3. The lesson is arranged to present most ideas, skills, etc., in a logical sequence. Only occasionally is there a problem of of sequence.

4. No instances of problems in sequencing are noted.

5. In addition to the items in 4, provision is made to acquire prerequisites if learners have not already done so.

10. *Demonstrates ability to conduct lessons using a variety of teaching methods.*

Ratings	Descriptors
1. No teaching method is used acceptably.	Teaching methods such as the following may be observed: drill, inquiry, discussion, role playing, demonstration, explanation, and problem solving, etc.
2. One teaching method is used acceptably.	
3. Two teaching methods are used acceptably.	
4. Three teaching methods are used acceptably.	
5. Four teaching methods are used acceptably.	

11. *Demonstrates ability to work with individuals, small groups, and large groups.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Group size for instruction is matched to the objective.
2. One of the descriptors is evident.	b. Teacher's role is appropriate to each group size being used.
3. Two of the descriptors are evident.	c. Transitions from one sized group to another are smooth.
4. Three of the descriptors are evident.	d. Different group sizes that are matched to the objectives are used.
5. Four of the descriptors are evident.	

Competency IX: REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

12. *Uses procedures which get learners initially involved in lessons.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Helps learners recall past experiences or knowledge.
2. One of the descriptors is evident.	b. Uses existing interests of learners as a link to new activities.
3. Two of the descriptors are evident.	c. Stimulates new interests in activities with techniques such as discrepant events or thought-provoking questions.
4. Three of the descriptors are evident.	d. Helps learners understand what they may achieve by participating in the activities.
5. Four of the descriptors are evident.	

13. *Provides learners with opportunities for participating.*

1. Class activities require passive commitment.

2. The class is organized so that only a few learners participate actively; most appear to be bystanders.

3. Most learners have opportunity for active participation at some time in the class (e.g., small group discussion, physical manipulation of materials, physical movement, individual library work, etc.).

4. All learners have opportunity for active participation in some type of activity.

5. All learners have opportunity for active participation in two or more activities.

14. *Maintains learner involvement in lessons.*

1. Few learners (less than 30%) are on task, i.e., learners are not attending to the teacher, materials, or other appropriate focus for an activity.

2. Some learners (about 31-50%) are on task.

3. Many learners (about 51-70%) are on task.

4. Most learners (about 71-90%) are on task.

5. Nearly all learners (about 91-100%) are on task.

15. *Reinforces and encourages the efforts of learners to maintain involvement.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Uses activities which are appropriate for learners.
2. One of the descriptors is evident.	b. Varies pace and nature of activity.
3. Two of the descriptors are evident.	c. Responds positively to learners who participate.
4. Three of the descriptors are evident.	d. Identifies and responds to learners who are off task.
5. Four of the descriptors are evident.	

Competency X: DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

16. *Helps learners recognize the purpose and importance of topics or activities.*

1. The teacher does not designate the purpose or importance of a topic or activity.

2. The teacher fails to relate specific topics or activities to their purpose or importance in a content area.

3. The purpose or importance of most topics or activities studied is conveyed to learners.

4. Topics or activities are taught in context. The teacher explains to the students how topics or activities are but a portion of a larger content area.

5. The teacher encourages (or provides opportunities for) learners either to question or relate to specific topics or activities which are important to a content area.

17. *Demonstrates knowledge in the subject area.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Subject area knowledge that the teacher demonstrates is accurate and up-to-date.
2. One of the descriptors is evident.	b. Sources of information and learning materials are timely.
3. Two of the descriptors are evident.	c. Discriminates between adequate and inadequate performances.
4. Three of the descriptors are evident.	d. There is a balance among the various levels of learning.
5. Four of the descriptors are evident.	

Competency XI: ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

18. *Attends to routine tasks.*

1. The teacher does not attend to routine tasks.

2. The teacher attends to routine tasks in a disruptive or inefficient manner (e.g., learners need special permission for many routine tasks.)

3. The teacher anticipates routine tasks and attends to them efficiently.

4. Routine tasks are handled smoothly. Teacher delegates many tasks to the students.

5. In addition to 4, learners are responsible for various dimensions of the task (e.g., distributing materials, picking up work area, etc.).

19. *Uses instructional time efficiently.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Begins activities promptly.
2. One of the descriptors is evident.	b. Continues activities until end of allocated time period.
3. Two of the descriptors are evident.	c. Avoids unnecessary delays during the lesson.
4. Three of the descriptors are evident.	d. Avoids undesirable digressions from the topic during the lesson.
5. Four of the descriptors are evident.	

20. *Provides a learning environment that is attractive and orderly.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. The classroom is free of litter.
2. One of the descriptors is evident.	b. The furniture is neat and orderly.
3. Two of the descriptors are evident.	c. Bulletin boards and displays create a pleasant atmosphere.
4. Three of the descriptors are evident.	d. Bulletin boards and displays serve an instructional purpose.
5. Four of the descriptors are evident.	

Teacher Performance Assessment Instruments

INTERPERSONAL SKILLS

Purpose

This instrument is designed to guide the assessment of the classroom climate or environment fostered by the beginning teacher. Its dual focus is on teacher characteristics such as enthusiasm, warmth, and patience, as well as on the teacher's ability to manage the classroom environment.

Conditions for Use

This instrument, which is rated simultaneously with *Classroom Procedures*, is to be administered twice during the beginning teacher's first year of professional practice. The first assessment is to be conducted in the fall, and the second in the spring. The fall assessment should begin after the 20th school day (actual day of instruction), and be completed on or before the 70th school day. The spring assessment should not begin until after the 110th school day, with completion on or before the 160th school day. These time limits are designed to insure that assessments not be conducted during the first or last 20 working days of the school year. Additionally, a minimum of 60 days must be allowed between a beginning teacher's fall and spring assessment.

Three different data sources complete this instrument: a data collector, an administrator (a principal, assistant principal, or department head), and a master teacher. Either the data collector or the master teacher must be certified to teach in the same field as the beginning teacher who is being assessed.

Prior to assessment, beginning teachers must be oriented to the sequence of events which constitutes the assessment process. The beginning teacher should understand that each data source will observe a minimum of one class period each during the specified teaching unit. Observation dates should be scheduled separately by each data source in advance, allowing the teacher considerable latitude in selecting specific classes and dates. This instrument should never be rated on the basis of a "drop-in" observation.

Each data source must conduct an independent observation of at least one class period to obtain information to complete this instrument, as well as the *Classroom Procedures Instrument*. Responses should reflect only direct observations of the teacher at the time of the assessment. Where an instrument item has not been observed during the class period, the response to that item should be left blank.

Should a data source need to clarify or verify classroom impressions, the teacher may be questioned privately concerning the observation. Although the *Teaching Plans and Materials Instrument* permits two or three raters to interview the beginning teacher simultaneously, the same option does not apply to *Interpersonal Skills*.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the students that they teach, and the facilities of the school. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Interpersonal Skills

Each of the items below is to be rated on a 5-point scale. Descriptors for the scale points on each item are provided on the following pages.

DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

1. Communicates personal enthusiasm. 1. ☐
2. Stimulates learner interest. 2. ☐
3. Conveys the impression of knowing what to do and how to do it. 3. ☐

HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

4. Demonstrates warmth and friendliness. 4. ☐
5. Demonstrates sensitivity to the needs and feelings of learners. 5. ☐
6. Demonstrates patience, empathy and understanding. 6. ☐

MANAGES CLASSROOM INTERACTIONS.

7. Provides feedback to learners about their behavior. 7. ☐
8. Promotes comfortable interpersonal relationships. 8. ☐
9. Maintains appropriate classroom behavior. 9. ☐
10. Manages disruptive behavior among learners. 10. ☐

Competency XII: DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

1. *Communicates personal enthusiasm.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Communicates enthusiasm with eye contact or facial expressions indicating pleasure, concern, interest, etc.
2. One of the descriptors is evident.	b. Communicates enthusiasm with voice inflections stressing points of interest and importance.
3. Two of the descriptors are evident.	c. Communicates enthusiasm through posture when moving about the room or sitting among students.
4. Three of the descriptors are evident.	d. Communicates enthusiasm with gestures to accentuate points.
5. Four of the descriptors are evident.	

2. *Stimulates learner interest.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Appears eager to begin lesson.
2. One of the descriptors is evident.	b. Uses interesting, unusual or important dimensions or application of the topic or activity.
3. Two of the descriptors are evident.	c. Attempts in a manner that stimulates interest to involve all learners in activity.
4. Three of the descriptors are evident.	d. Personalizes lesson for students.
5. Four of the descriptors are evident.	

3. *Conveys the impression of knowing what to do and how to do it.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. The teacher appears to know what is to be done.
2. One of the descriptors is evident.	b. Materials for the lesson are on hand and easily accessible.
3. Two of the descriptors are evident.	c. Goals or plans for the activities are communicated to learners.
4. Three of the descriptors are evident.	d. The importance of the topics or activities is conveyed to learners.
5. Four of the descriptors are evident.	

Competency XIII: HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

4. *Demonstrates warmth and friendliness.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Seeks information about the interests or opinions of learners.
2. One of the descriptors is evident.	b. Smiles at learners or laughs or jokes with them.
3. Two of the descriptors are evident.	c. Maintains close contact with learners by sitting or standing near them.
4. Three of the descriptors are evident.	d. Uses names of learners in a warm and friendly way when addressing them.
5. Four of the descriptors are evident.	

5. *Demonstrates sensitivity to the needs and feelings of learners.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Reinforces learners when they do well.
2. One of the descriptors is evident.	b. Encourages learners when they have difficulty.
3. Two of the descriptors are evident.	c. Listens to or accepts ideas from learners.
4. Three of the descriptors are evident.	d. Is courteous when dealing with learners.
5. Four of the descriptors are evident.	

6. *Demonstrates patience, empathy and understanding.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Is patient with wrong answers or poor performance.
2. One of the descriptors is evident.	b. Is patient with learners who need additional time or explanation.
3. Two of the descriptors are evident.	c. Avoids sarcasm or ridicule.
4. Three of the descriptors are evident.	d. Shows students through words or actions that their problems or comments are understood.
5. Four of the descriptors are evident.	

Competency XIV: MANAGES CLASSROOM INTERACTIONS.

7. *Provides feedback to learners about their behavior.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Makes expectations about behavior clear to learners.
2. One of the descriptors is evident.	b. Provides verbal feedback for acceptable or unacceptable behavior.
3. Two of the descriptors are evident.	c. Provides nonverbal feedback (smiles, frowns, nods, moves closer to student, etc.) for acceptable or unacceptable behavior.
4. Three of the descriptors are evident.	d. Uses language free of derogatory references when talking to learners.
5. Four of the descriptors are evident.	

8. *Promotes comfortable interpersonal relationships.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Speaks politely with learners.
2. One of the descriptors is evident.	b. Courteous interchanges among learners exist or are encouraged.
3. Two of the descriptors are evident.	c. Expectations are consistent throughout the lesson.
4. Three of the descriptors are evident.	d. Is fair and impartial when dealing with learners.
5. Four of the descriptors are evident.	

9. *Maintains appropriate classroom behavior.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Uses techniques (e.g., social approval, contingent activities, punishment, etc.) to maintain appropriate behavior.
2. One of the descriptors is evident.	b. Overlooks inconsequential behavior problems.
3. Two of the descriptors are evident.	c. Reinforces appropriate behavior.
4. Three of the descriptors are evident.	d. Maintains learner behavior that enhances the possibilities for learning for the group.
5. Four of the descriptors are evident.	

10. *Manages disruptive behavior among learners.*

Ratings	Descriptors
1. None of the descriptors is evident.	a. Deals with learners who have caused disruptions, rather than with entire class.
2. One of the descriptors is evident.	b. Attends to major disruptions quickly and firmly.
3. Two of the descriptors are evident.	c. The consequences of causing disruptions are based on the severity of the disruptions.
4. Three of the descriptors are evident.	d. Rule violations carry consequences appropriate for learners.
5. Four of the descriptors are evident.	
OR	
5. There is no major disruptive behavior.	

Teacher Performance Assessment Instruments

PROFESSIONAL STANDARDS

Purpose

Although not intended for use as a certification criterion, this instrument may have utility as an option for staff development. It focuses upon a teacher's relationships with colleagues, acceptance of professional responsibilities, and efforts to improve professional skills.

Conditions of Use

While it is suggested that this instrument be administered only after the 110th school day (actual day of instruction), it should not be administered before the 70th school day.

The teacher to be assessed nominates a fellow teacher and an administrator. Both should have knowledge of the teacher's professional performance to complete this instrument. If there is a question about the objectivity of or information available to the original nominees, at the discretion of the chief administrator of the school, one or two additional raters may be appointed (another colleague, another administrator, or both). Thus, a minimum of two or a maximum of four persons complete the instrument.

Each data source completing this instrument should respond to the items only on the basis of information relating to the teacher during the current school year. Previous professional activities, whether favorable or unfavorable, should be ignored, so that responses reflect recent professional activities.

To insure fairness, assessment instruments should be completed by keeping in mind such factors as the resources available to teachers, the

students that they teach, and the facilities of schools. Teachers are rated on what they do, but should not be rated low for reasons beyond their control.

Professional Standards

Each of the items below is to be rated on a 5-point scale. Descriptors of the activities associated with each item are given on the following pages.

MEETS PROFESSIONAL RESPONSIBILITIES.

1. Works cooperatively with colleagues, administrators, and community members. 1. ☐
2. Follows the policies and procedures of the school district. 2. ☐
3. Demonstrates ethical behavior. 3. ☐
4. Performs extra-instructional duties. 4. ☐

ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT.

5. Participates in professional growth activities. 5. ☐
6. Shares and seeks professional materials and ideas. 6. ☐

Competency: MEETS PROFESSIONAL RESPONSIBILITIES.

1. Works cooperatively with colleagues, administrators, and community members.

Ratings	Descriptors
1. None of the descriptors is evident.	a. Works cooperatively with colleagues in planning instructional activities.
2. One of the descriptors is evident.	b. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
3. Two of the descriptors are evident.	c. Works cooperatively with community members in carrying out school or school-community sponsored functions.
4. Three of the descriptors are evident.	d. Works cooperatively with special professional personnel and nonprofessional support personnel toward attaining the school's objectives.
5. Four of the descriptors are evident.	

2. Follows the policies and procedures of the school district.

Ratings	Descriptors
1. None of the descriptors is evident.	a. Complies with conditions stated in contract of employment.
2. One of the descriptors is evident.	b. Directs the conduct of students in accord with school policy.
3. Two of the descriptors are evident.	c. Follows school's policies for staff conduct (e.g., smoking, parking regulations, use of equipment, working hours).
4. Three of the descriptors are evident.	d. Maintains fiscal records and prepares official reports in accord with district and school policies.
5. Four of the descriptors are evident.	

3. Demonstrates ethical behavior.

Ratings	Descriptors
1. None of the descriptors is evident.	a. Respects the rights of colleagues to express their opinions on educational issues.
2. One of the descriptors is evident.	b. Reports infractions of rules, injustices, annoyances, etc. through proper channels.
3. Two of the descriptors are evident.	c. Complies with legal standards for social conduct in public.
4. Three of the descriptors are evident.	d. Complies with written laws and policies regarding confidentiality in handling personal information about all personnel.
5. Four of the descriptors are evident.	

4. Performs extra-instructional duties.

Ratings	Descriptors
1. None of the descriptors is evident.	a. Is available to students for conferences as scheduled time allows.
2. One of the descriptors is evident.	b. Provides adequate background information and materials when substitute teacher is to assume responsibilities.
3. Two of the descriptors are evident.	c. Is responsive to the administration for transmitting information to others (i.e., students and parents).
4. Three of the descriptors are evident.	d. Performs such assignments as luncheon supervision, class advisor, or club sponsor.
5. Four of the descriptors are evident.	

Competency: ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT.

5. Participates in professional growth activities.

Ratings	Descriptors
1. None of the descriptors is evident.	a. Seeks and uses ideas from professional journals and other references.
2. One of the descriptors is evident.	b. Participates in professional development activities sponsored by the school or district.
3. Two of the descriptors are evident.	c. Participates in professional development activities sponsored by professional organizations or other outside agencies.
4. Three of the descriptors are evident.	d. Carries out a self-designed schedule of activities and events which provide for professional self-development.
5. Four of the descriptors are evident.	

6. Shares and seeks professional materials and ideas.

Ratings	Descriptors
1. None of the descriptors is evident.	a. Shares instructional materials and equipment with colleagues.
2. One of the descriptors is evident.	b. Shares knowledge and talents with colleagues and/or their classes.
3. Two of the descriptors are evident.	c. Makes presentations in which professional ideas are shared with lay groups or with other educators.
4. Three of the descriptors are evident.	d. Seeks professional assistance from colleagues.
5. Four of the descriptors are evident.	

Teacher Performance Assessment Instruments

STUDENT PERCEPTIONS

Purpose

Although not intended for use as certification criteria, these instruments may prove useful as options for staff development. Their purpose is to determine how students perceive selected performances of their teachers.

Conditions of Use

Because these instruments are not to be used for certification purposes, much latitude is allowed as to how and when they are to be used. However, the Georgia Department of Education recommends that they not be administered until after the 70th school day (actual day of instruction) and before the 110th school day.

The instruments should be administered to all pupils in the class which the teacher has used when being assessed for certification purposes. The teacher should be absent from the room when these instruments are administered, and the person selected to administer them should be one of the data sources.

There are two forms of instruments. One is for learners in sixtn grade or higher. The other is for children in third through fifth grade. No assessment is conducted with children below third grade.

Each item on the form for young learners is to be read to them aloud. They are to respond by marking the appropriate drawing. A smiling face connotes, "Yes, my teacher does that often." A frowning

face says, "No, my teacher never does that." The face in the middle says, "My teacher sometimes does that." Secondary students respond similarly, except they mark appropriate spaces on a form. While older learners will ordinarily read the items themselves, they may be read aloud to them where any problem with comprehension arises.

More detailed information about scoring SP is included in the closing section of this manual. Suggested instructions to be read to children while administering SP will be found in *TPAI: A Handbook for Interpretation.* Because averaging students' responses for each item by hand is a laborious process, the Teacher Assessment Project has created a computerized system which accomplishes the task more easily. Special forms are required for the computerized system. Information regarding this service is available from the Teacher Assessment Project.

STUDENT PERCEPTIONS (3-5)

SCHOOL _____

DATE _____

TEACHER _____

Check the face that is most like your teacher.

	Never	Sometimes	Often
1. My teacher enjoys teaching.			
2. My teacher keeps me interested in my school work.			
3. My teacher knows what to do and how we are going to do it.			
4. My teacher is friendly.			
5. My teacher cares about my feelings.			
6. My teacher is patient and understands me.			
7. My teacher lets me know if I am behaving right or wrong.			

	Never	Sometimes	Often
8. My teacher is polite and nice.			
9. My teacher does things that keep children well-behaved.			
10. My teacher is fair when children misbehave.			
11. My teacher teaches in ways that help me learn.			
12. My teacher uses things like charts, movies, filmstrips, and records.			
13. My teacher chooses books, workbooks, worksheets, and other things that help me learn.			
14. My teacher gives clear explanations and directions about my class work.			
15. My teacher explains things again if I don't understand.			
16. My teacher listens to me and uses my ideas.			

	Never	Sometimes	Often
17. My teacher tells me when my answers are right or wrong.			
18. My teacher talks and writes so that I can understand.			
19. My teacher teaches things in an order that makes sense.			
20. My teacher uses more than one way to teach.			
21. My teacher works with large groups, small groups, and individual children.			
22. My teacher gets me interested in new lessons.			
23. My teacher gives me a chance to do things in this class.			
24. I work or pay attention during a whole lesson.			
25. My teacher does things to keep me working or paying attention during a lesson.			

	Never	Sometimes	Often
26. My teacher tells me why the things we learn in school are important.			
27. My teacher knows a lot about what is taught in school.			
28. My teacher does things like checking the roll and handing out papers quickly.			
29. My teacher is ready to begin a new activity as soon as we finish one.			
30. My teacher makes my classroom look like a nice place to be.			

STUDENT PERCEPTIONS (6-Adult)

SCHOOL_____

DATE_____

TEACHER_____

Check the answer that best describes your teacher.

	Never	Sometimes	Often
1. My teacher enjoys teaching.	____	____	____
2. My teacher keeps me interested in my school work.	____	____	____
3. My teacher knows what to do and how we are going to do it.	____	____	____
4. My teacher is friendly.	____	____	____
5. My teacher cares about my feelings.	____	____	____
6. My teacher is patient and understands me.	____	____	____
7. My teacher lets me know if I am behaving right or wrong.	____	____	____
8. My teacher is polite and courteous.	____	____	____
9. My teacher does things to keep students well-behaved.	____	____	____
10. My teacher is fair when students misbehave.	____	____	____
11. My teacher teaches in ways that help me learn.	____	____	____
12. My teacher uses things like charts, movies, filmstrips, records, and overhead transparencies.	____	____	____
13. My teacher chooses things such as texts, equipment, supplies, and worksheets that help me learn.	____	____	____
14. My teacher gives clear directions and explanations about my class work.	____	____	____

	Never	Sometimes	Often
15. My teacher explains things again if I don't understand.	____	____	____
16. My teacher listens to me and uses my ideas.	____	____	____
17. My teacher tells me when my answers are right or wrong.	____	____	____
18. My teacher talks and writes so that I can understand.	____	____	____
19. My teacher teaches things in an order that makes sense.	____	____	____
20. My teacher uses more than one way to teach.	____	____	____
21. My teacher works with large groups, small groups, and individual students.	____	____	____
22. My teacher gets me interested in new lessons.	____	____	____
23. My teacher gives me a chance to do things in this class.	____	____	____
24. I work or pay attention during a whole lesson.	____	____	____
25. My teacher does things to keep me working or paying attention during a lesson.	____	____	____
26. My teacher tells me why the things we learn in school are important.	____	____	____
27. My teacher knows a lot about what is taught in school.	____	____	____
28. My teacher does things like taking up lunch money and handing out papers quickly.	____	____	____
29. My teacher uses the whole class period for teaching and learning activities.	____	____	____
30. My teacher makes my classroom look like a nice place to be.	____	____	____

SUMMARIZING AND REPORTING ASSESSMENT DATA

The purpose of this section of the *Teacher Performance Assessment Instruments* manual is to describe procedures for processing and reporting data derived from an assessment. Two different procedures are described: (1) hand processing, and (2) computerized scoring and reporting.

Information Needed

A TPAI assessment is considered complete when the information below has been collected.

Instrument	Number of Copies	Data Sources
Teaching Plans and Materials	3	Data Collector, Administrator, and Colleague
Classroom Procedures	3	(Same as above)
Interpersonal Skills	3	(Same as above)
*Professional Standards**	2-4	1-2 Administrators and 1-2 Colleagues
*Student Perceptions**	One for each student in a teacher's class	All students in a teacher's class

*These instruments are optional and are not to be used for teacher certification purposes.

Hand Processing

Adult Raters

Teacher Performance Assessment Instrument data for adult raters can be summarized using the information and summary data sheets provided in this manual. All TPAI responses should be turned in to the data collector participating in the assessment. The data collector can then transfer all indicator ratings directly to appropriate boxes on

the summary data sheets included on the following pages.

The summary data sheets include each TPAI competency statement classified by instrument, and a series of boxes for entering indicator ratings for each of three or four data sources. Three data source boxes are provided for the *Teaching Plans and Materials, Classroom Procedures,* and *Interpersonal Skills Instruments,* and four boxes are provided for the *Professional Standards Instrument.*

The data collector should enter indicator ratings from each adult rater for each instrument in the appropriate boxes. The order in which data are entered for each indicator (i.e., whether from data collector, administrator, or colleague) is not important. An entry like "TPM 2" refers to a rating for the second indicator of the *Teaching Plans and Materials Instrument.* It should be noted that adult ratings may be missing for certain indicators that could not be observed.

When all indicator ratings have been entered properly, a sum of the ratings is computed for each indicator. These sums are to be entered in the appropriate box to the right of each indicator statement. The *mean* score for each competency is then obtained by adding all indicator sums for the competency, and dividing this number by the number of indicator ratings made. *Indicator rating boxes containing missing data (blank) should not be included when computing the mean score.* When the mean score does not result in a whole number, it should be rounded to the second decimal place. The mean score is then written in the large box to the right of each competency statement.

SUMMARY DATA SHEETS

Teaching Plans and Materials

PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES.

MEAN ☐

		ADULT DATA SOURCES 1	2	3	SUMS
TPM 1	Specifies or selects learner objectives for lessons.	☐	☐	☐	☐
TPM 2	Specifies or selects teaching procedures for lessons.	☐	☐	☐	☐
TPM 3	Specifies or selects content, materials, and media for lessons.	☐	☐	☐	☐
TPM 4	Specifies or selects materials and procedures for assessing learner progress on the objectives.	☐	☐	☐	☐
TPM 5	Plans instruction at a variety of levels.	☐	☐	☐	☐

ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS.

MEAN ☐

TPM 6	Organizes instruction to take into account differences among learners in their capabilities.	☐	☐	☐	☐
TPM 7	Organizes instruction to take into account differences among learners in their learning styles.	☐	☐	☐	☐
TPM 8	Organizes instruction to take into account differences among learners in their rates of learning.	☐	☐	☐	☐

OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.

MEAN ☐

		ADULT DATA SOURCES 1	2	3	SUMS
TPM 9	Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.	☐	☐	☐	☐
TPM 10	Communicates with individual learners about their needs and progress.	☐	☐	☐	☐

REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS

MEAN ☐

TPM 11	Obtains and uses information about learners from cumulative records.	☐	☐	☐	☐
TPM 12	Identifies learners who require the assistance of specialists.	☐	☐	☐	☐
TPM 13	Obtains and uses information from co-workers and parents to assist with specific learner problems.	☐	☐	☐	☐

OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY

MEAN ☐

TPM 14	Obtains information on the effectiveness of instruction.	☐	☐	☐	☐
TPM 15	Revises instruction as needed using evaluation results and observation data.	☐	☐	☐	☐

Classroom Procedures

USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

MEAN ☐

		ADULT DATA SOURCES 1	2	3	SUMS
CP 1	Uses teaching methods appropriate for objectives, learners and environment.	☐	☐	☐	☐
CP 2	Uses instructional equipment and other instructional aids.	☐	☐	☐	☐
CP 3	Uses instructional materials that provide learners with appropriate practice on objectives.	☐	☐	☐	☐

COMMUNICATES WITH LEARNERS.

MEAN ☐

CP 4	Gives directions and explanations related to lesson content.	☐	☐	☐	☐
CP 5	Clarifies directions and explanations when learners misunderstand lesson content.	☐	☐	☐	☐
CP 6	Uses responses and questions from learners in teaching.	☐	☐	☐	☐
CP 7	Provides feedback to learners throughout the lesson.	☐	☐	☐	☐
CP 8	Uses acceptable written and oral expression with learners.	☐	☐	☐	☐

DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.

MEAN ☐

		ADULT DATA SOURCES 1	2	3	SUMS
CP 9	Implements learning activities in a logical sequence.	☐	☐	☐	☐
CP 10	Demonstrates ability to conduct lessons using a variety of teaching methods.	☐	☐	☐	☐
CP 11	Demonstrates ability to work with individuals, small groups, and large groups.	☐	☐	☐	☐

REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

MEAN ☐

CP 12	Uses procedures which get learners initially involved in lessons.	☐	☐	☐	☐
CP 13	Provides learners with opportunities for participating.	☐	☐	☐	☐
CP 14	Maintains learner involvement in lessons.	☐	☐	☐	☐
CP 15	Reinforces and encourages the efforts of learners to maintain involvement.	☐	☐	☐	☐

DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT.

MEAN ☐

CP 16	Helps learners recognize the purpose and importance of topics or activities.	☐	☐	☐	☐
CP 17	Demonstrates knowledge in the subject area.	☐	☐	☐	☐

ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

MEAN ☐

		ADULT DATA SOURCES 1	2	3	SUMS
CP 18	Attends to routine tasks.	☐	☐	☐	☐
CP 19	Uses instructional time effectively.	☐	☐	☐	☐
CP 20	Provides a learning environment that is attractive and orderly.	☐	☐	☐	☐

Interpersonal Skills

DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING AND THE SUBJECT BEING TAUGHT.

MEAN ☐

		ADULT DATA SOURCES 1	2	3	SUMS
IS 1	Communicates personal enthusiasm.	☐	☐	☐	☐
IS 2	Stimulates learner interest.	☐	☐	☐	☐
IS 3	Conveys the impression of knowing what to do and how to do it.	☐	☐	☐	☐

HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

MEAN ☐

IS 4	Demonstrates warmth and friendliness.	☐	☐	☐	☐
IS 5	Demonstrates sensitivity to the needs and feelings of learners.	☐	☐	☐	☐
IS 6	Demonstrates patience, empathy and understanding.	☐	☐	☐	☐

MANAGES CLASSROOM INTERACTIONS.

		ADULT DATA SOURCES 1	2	3	SUMS	MEAN
IS 7	Provides feedback to learners about their behavior.	☐	☐	☐	☐	☐
IS 8	Promotes comfortable interpersonal relationships.	☐	☐	☐	☐	
IS 9	Maintains appropriate classroom behavior.	☐	☐	☐	☐	
IS 10	Manages disruptive behavior among learners.	☐	☐	☐	☐	

Professional Standards

MEETS PROFESSIONAL RESPONSIBILITIES.

		ADULT DATA SOURCES 1	2	3	4	SUMS	MEAN
PS 1	Works cooperatively with colleagues, administrators, and community members.	☐	☐	☐	☐	☐	☐
PS 2	Follows the policies and procedures of the school district.	☐	☐	☐	☐	☐	
PS 3	Demonstrates ethical behavior.	☐	☐	☐	☐	☐	
PS 4	Performs extra-instructional duties.	☐	☐	☐	☐	☐	

ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT

						SUMS	MEAN
PS 5	Participates in professional growth activities.	☐	☐	☐	☐	☐	☐
PS 6	Shares and seeks professional materials and ideas.	☐	☐	☐	☐	☐	

Student Raters

Students participating in a TPAI assessment are administered either the 3-5 or 6-Adult *Student Perceptions Instrument*. When all responses have been made, answer sheets are collected and instruments scored. Individual student responses to *Student Perceptions Instrument* items are scored as follows:

Instrument	Student Response	Item Score
SP 3-5	Frowning Face	1
	Neutral Face	3
	Smiling Face	5
SP 6-Adult	Never	1
	Sometimes	3
	Often	5

Summary scores for individual SP items are tabulated by adding *all* scores for pupils in a class *for each indicator* (item) and recording this sum. Indicator sums for a given competency are then *added together* to arrive at a competency total score. This total is then divided by the number of indicator ratings made by students to compute a competency mean.

The classification of *Student Perceptions Instrument* indicators by CP and IS competencies follows.

Classification of *Student Perceptions Instrument* Items by TPAI Competencies

TPAI Competency		Student Perceptions Instrument Item Number
CP	Uses instructional techniques, methods, and media related to the objectives.	SP 11, 12, 13
	Communicates with learners	SP 14, 15, 16, 17, 18
	Demonstrates a repertoire of teaching methods.	SP 19, 20, 21
	Reinforces and encourages learner involvement in instruction.	SP 22, 23, 24, 25
	Demonstrates an understanding of the school subject being taught.	SP 26, 27
	Organizes time, space, materials and equipment for instruction.	SP 28, 29, 30
IS	Demonstrates enthusiasm for teaching and learning and the subject being taught.	SP 1, 2, 3
	Helps learners develop positive self-concepts.	SP 4, 5, 6
	Manages classroom interactions	SP 7, 8, 9, 10

TPAI Performance Profiles

When all adult and student rater competency means have been computed, they can be conveniently plotted on a summary performance assessment profile. A sample profile sheet has been included at the end of this section. The sample profile can be copied, and mean scores entered by marking X's on appropriate points on the 1 to 5 scale by each competency statement. One suggestion is to plot adult and student rater means on separate profiles, or on the same profile with different colors, so comparisons between adult and student raters can be made. It should be remembered, however, that student competency scores are only obtained for the *Classroom Procedures* and *Interpersonal Skills Instruments*.

Computer Processing and Reporting of Data

If computer processing and reporting of TPAI responses are utilized, all of the procedures previously described are completed electronically.

Assessment data are summarized in the form of computer printouts which contain: (1) actual and "recommended" competency and indicator means and total scores; (2) actual and "recommended" indicator means and total scores; (3) all indicator ratings for each adult rater (individual data sources are not identified); and (4) a plot of assessed competency means relative to "recommended" competency means.

Appropriate TPAI response forms and computer processing services are available through:

Teacher Assessment Project
University of Georgia
216 Fain Hall
Athens, Georgia 30602

TEACHER PERFORMANCE ASSESSMENT SUMMARY SHEET

Teaching Plans and Materials	1	2	3	4	5
PLANS INSTRUCTION	. . . .	. . . .	. . . .	. . . .	. . . .
ORGANIZES INSTRUCTION FOR INDIVIDUAL DIFFERENCES	. . . .	. . . .	. . . .	. . . .	. . . .
OBTAINS INFORMATION ABOUT LEARNER PROGRESS	. . . .	. . . .	. . . .	. . . .	. . . .
REFERS LEARNERS WITH SPECIAL PROBLEMS	. . . .	. . . .	. . . .	. . . .	. . . .
OBTAINS INFORMATION ABOUT EFFECTIVENESS OF INSTRUCTION	. . . .	. . . .	. . . .	. . . .	. . . .
Classroom Procedures					
USES METHODS RELATED TO OBJECTIVES	. . . .	. . . .	. . . .	. . . .	. . . .
COMMUNICATES WITH LEARNERS	. . . .	. . . .	. . . .	. . . .	. . . .
USES A REPERTOIRE OF TEACHING METHODS	. . . .	. . . .	. . . .	. . . .	. . . .
REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT	. . . .	. . . .	. . . .	. . . .	. . . .
UNDERSTANDS SCHOOL SUBJECT	. . . .	. . . .	. . . .	. . . .	. . . .
ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT	. . . .	. . . .	. . . .	. . . .	. . . .
Interpersonal Skills					
DEMONSTRATES ENTHUSIASM	. . . .	. . . .	. . . .	. . . .	. . . .
HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS	. . . .	. . . .	. . . .	. . . .	. . . .
MANAGES CLASSROOM INTERACTIONS	. . . .	. . . .	. . . .	. . . .	. . . .
Professional Standards					
MEETS PROFESSIONAL RESPONSIBILITIES	. . . .	. . . .	. . . .	. . . .	. . . .
ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT	. . . .	. . . .	. . . .	. . . .	. . . .

OTHER PUBLICATIONS AND TRAINING MATERIALS AVAILABLE FROM

THE TEACHER ASSESSMENT PROJECT*

Books and Manuals

Capie, W., Anderson, S. J., Johnson, C. E. & Ellett, C. D.

A Handbook for Interpretation. 1979. 125 pp.
A Handbook for Trainers. 1979. 255 pp.
A Handbook for Training Activities. 1979. 130 pp.
A Set of Plans for Practice Rating. 1979. 269 pp.

Johnson, C. E., Okey, J. R., Capie, W., Ellett, C. D. & Adams, P. T.

Identifying and Verifying Generic Teacher Competencies. 1978. 125 pp.

Videotape Cassettes

Capie, W., Anderson, S. J., Johnson, C. E. & Ellett, C. D.

Eighth Grade Social Studies. 1979.
Model Interview: Third Grade Mathematics. 1979.

Capie W., Anderson, S. J., Johnson, C. E. & Okey, J. R.

Decisions Simulation. 1977.
Eighth Grade Language Arts. 1978.
Eleventh Grade Science Student Teacher. 1977.
Kindergarten Teacher. 1977.
Ninth Grade Consumer Economics. 1978.
Ninth Grade English Teacher. 1977.
Primary Teacher. 1978.
Seventh Grade Mathematics Teacher. 1977.
Sixth Grade Social Science Student Teacher. 1977.
Third Grade Science. 1978.

*To obtain a more comprehensive list of materials and a price list write:

Teacher Assessment Project
College of Education
University of Georgia
217 Fain Hall
Athens, Georgia 30602